



Researcher-Made Reading Drill Booklet and Students' Oral Reading Fluency in Communication Arts Presentations

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Abstract— Teachers open the path for greater involvement and lifetime literacy skills by arming students with deliberate strategies. This quasi-experimental study investigated the effectiveness of a researcher-made reading drill booklet in enhancing the oral reading fluency of Grade 7 students at Bagumbayan National High School during the 2024–2025 school year. Forty students were selected to participate in a one-group pre-test-post-test design, utilizing Reader's Theater and Choral Reading strategies as part of their communication arts presentation. The intervention consisted of daily ten-minute reading drills over two months to enhance oral reading fluency, word production per minute (WPM), and pronunciation. Pre-test results indicated low fluency levels, with mean WPM and pronunciation scores falling below grade-level expectations. Following the intervention, significant improvements were observed: WPM and pronunciation scores increased substantially, as confirmed by paired *t*-tests where *t*-statistics far exceeded the critical *t*-tab value. Reader's Theater and Choral Reading contributed to these gains, with the greatest improvements noted in expressive and audible reading. However, some collaborative aspects, such as turn-taking, remained moderate. The findings demonstrate that structured, researcher-made reading drills effectively enhance key aspects of oral reading fluency, particularly accuracy and expression. It is recommended that such materials be integrated into regular instruction and supplemented with additional activities to further develop reading speed and collaborative skills.



Keywords— reading drill booklet, oral reading fluency, reader's theater, choral reading, communication arts presentations.

I. INTRODUCTION

By employing reading methods in the classroom, passive reading becomes an active discovery, sparking students' comprehension and critical thinking. Teachers arm students with deliberate strategies to open the path for greater involvement and lifetime literacy skills. Reading fluency is a foundation of literacy and academic achievement, enabling students to access, comprehend, and communicate information effectively. Oral Reading Fluency (ORF)-the ability to read text aloud with accuracy, speed, and expression- plays a pivotal role in this process, particularly for students in the early stages of

literacy development or for those learning English as a second language (Kim & Wagner, 2015).

Research underscores that regular, structured oral reading practice is vital for developing fluency (Rasinski, 2003; Gedik & Akyol, 2022). Strategies such as choral reading and reader's theater have been shown to provide meaningful, repeated exposure to text, promote collaborative learning, and reduce performance anxiety.

Despite the recognized importance of fluency, many students, especially at the secondary level, continue to struggle with oral reading. Observations among Grade 7 learners at Bagumbayan National High School (BNHS)

reveal that students often read slowly, hesitantly, or with limited expression during communication arts presentations. This hesitancy can be attributed to factors such as shyness, lack of confidence, and insufficient practice, which, in turn, hinder their participation and academic performance (Kalutskaya et al., 2015). The researcher-made reading drill booklet, which integrates choral reading and reader's theater strategies, is designed to offer such input through carefully sequenced and contextually relevant materials. By incorporating International Phonetic Alphabet (IPA)-based drills, the booklet further addresses pronunciation a key component of oral reading fluency while supporting students in developing confidence and competence in communication arts presentations.

This study addressed the following sub-questions: (1) What is the level of acceptability of the Researcher-made reading drill booklet in terms of content, mechanics, relevance and objectives; (2) What is the level of the students' oral reading fluency in the pre-test and post-test in terms of reader's theater and choral reading? (3) What is the oral reading fluency level of the students in the pre-test and post-test in terms of words per minute and pronunciation? and (4) Is there a significant difference in the students' oral reading fluency in their pre-test and post-test?

II. METHODS

2.1 Research Design

This study employed a quasi-experimental research design using a one-group pre-test-post-test approach to examine the effect of the Researcher-Made Reading Drill Booklet on the oral reading fluency of Grade Seven students in communication arts presentations at Bagumbayan National High School during the 2024–2025 school year. The booklet included Reader's Theater and Choral Reading drills to enhance reading fluency. In this design, the same group of students was assessed on their oral reading fluency before (pre-test) and after (post-test) the intervention, allowing for the evaluation of changes attributable to the booklet (Jhangiani et al., 2022).

2.2. Research Participants

This study selected one section of Grade 7 students from Bagumbayan National High School as respondents to investigate the effect of the Researcher-Made Reading Drill Booklet on oral reading fluency. The selection was purposive, focusing on students who demonstrated challenges in oral reading fluency, as observed during communication arts presentations where many read slowly, hesitantly, or with limited expression. This targeted selection aligns with best practices in educational

research, where participants are chosen based on specific characteristics relevant to the study's objectives to ensure meaningful and applicable results (Creswell & Creswell, 2018). Selecting only one section also allowed for manageable intervention delivery and close monitoring, thereby enhancing the reliability of the findings.

2.3. Sampling Technique

The study employed purposive sampling to select one section of forty (40) Grade 7 students from Bagumbayan National High School as respondents. This non-probability sampling technique was chosen because it allows for the deliberate selection of participants who possess specific characteristics relevant to the research objectives—in this case, students enrolled in the targeted communication arts class and accessible for both pre-test and post-test assessments. Purposive sampling is particularly appropriate when the research aims to explore the effects of an intervention within a clearly defined group, ensuring that the sample is directly aligned with the study's focus and practical constraints (Robinson, 2014; Palinkas et al., 2015). By selecting a single intact class, the researcher ensured manageable intervention delivery and consistent monitoring, enhancing the study's internal validity (Etikan, Musa, & Alkassim, 2016).

2.4. Research Instrument

The data gathering instruments used in this study included the Researcher-Made Reading Drill Booklet, pre-test and post-test questionnaires, and rubrics for assessing oral reading fluency through Reader's Theater and Choral Reading. These instruments were rigorously validated by a panel of experts comprising school principals, master teachers, and English subject teachers in the study area. The validation process ensured that the booklet and assessment tools were appropriate, clear, and effective in measuring oral reading fluency in terms of several words per minute and pronunciation. This expert validation aligns with established practices in educational research, enhancing the content validity and reliability of research instruments (Navia, 2015).

The pre-test and post-test questionnaires and the rubrics used for evaluating oral reading fluency in Reader's Theater and Choral Reading underwent the same validation process to confirm their suitability for accurately capturing students' reading performance before and after the intervention. The involvement of multiple validators with expertise in English instruction and program supervision provided a comprehensive review, ensuring the instruments' alignment with curricular goals and practical classroom application. Such thorough validation is crucial for establishing the credibility of the data and supporting the study's internal validity (Creswell & Creswell, 2018; Navia, 2015).

2.5. Data Gathering Procedure

With the approval of the Schools Division Superintendent of Sultan Kudarat, the study was conducted at the public secondary school. After this, the researcher asked permission from her principal to use one section of the Grade 7 English class as study respondents. To determine the respondents' level of oral reading fluency, the researcher conducted a pre-test using a reading selection for choral reading and reader's theater with rubrics, along with a set of one hundred words to assess how many words they read and pronounced correctly within a minute, as outlined in the booklet.

After this, the researcher distributed the reading drill booklet that they had created to the respondents, which was used during English class. The material was used for oral reading fluency practice for 10 minutes daily over two months. The respondents were briefed thoroughly on the purpose of the study. After two months of using the material, a post-test was conducted using the same material as in the pre-test to see if there was an improvement in their scores. Accomplished forms and data were collected, the results of which were analyzed and interpreted.

2.6. Data Analysis Method

The researcher employed descriptive and inferential statistical tools to ensure accurate interpretation of the results. To determine the level of acceptability of the researcher-made reading drill booklet, the mean and standard deviation were calculated, which effectively summarize the central tendency and variability of the responses (Hudson et al., 2020). Furthermore, the paired dependent t-test was utilized to examine whether there was a statistically significant difference between the pre-test and post-test scores of the respondents' oral reading fluency. This test was appropriate for comparing the means of two related groups, such as measurements taken before and after an intervention, allowing the researcher to assess the effectiveness of the reading drill booklet in improving oral reading fluency (Velchik, 2019; Hudson et al., 2020).

III. RESULTS AND DISCUSSION

This section presents the data, which are presented in a tabular form, along with their interpretations and analyses.

Table 1. Level of Acceptability of the Researcher-Made Reading Drill Booklet in Terms of Content

Indicators	Mean	SD	Verbal Description
1. It answers the objectives of the course.	4.20	0.45	Highly Acceptable
2. It can develop students' desirable values.	4.20	0.45	Highly Acceptable
3. It can transmit the learning to the students.	4.00	0.71	Moderately Acceptable
4. It can widen desired knowledge, attitude and skills.	3.80	0.45	Moderately Acceptable
5. It can promote independence.	4.40	0.55	Highly Acceptable
6. It can develop cooperation within the group.	4.20	0.84	Highly Acceptable
7. The content of the booklet is relevant to the students.	4.00	0.00	Moderately Acceptable
8. The booklet allows the students to perform the activities without the supervision of the teacher.	4.00	0.00	Moderately Acceptable
9. The learning activities are within the capability of the students.	4.20	0.45	Highly Acceptable
10. The booklet provides sufficient examples.	4.40	0.55	Highly Acceptable
Mean	4.14	0.30	Moderately Acceptable

Table 1 presents the level of acceptability of the Researcher-made Reading Drills Booklet regarding content. The results showed that the booklet was highly acceptable in several indicators, including answering course objectives ($M=4.20$, $SD=0.45$), developing desirable values ($M=4.20$, $SD=0.45$), promoting independence ($M=4.40$, $SD=0.55$), developing cooperation within groups ($M=4.20$, $SD=0.84$), and providing activities within students' capabilities ($M = 4.20$, $SD = 0.45$).

Additionally, the booklet was deemed highly acceptable in providing sufficient examples ($M=4.40$,

SD=0.55). However, they were considered moderately acceptable in transmitting learning to students ($M=4.00$, $SD=0.71$), widening knowledge, attitude, and skills ($M=3.80$, $SD=0.45$), being relevant to students ($M=4.00$, $SD=0.00$), and in allowing students to perform the activities without the teacher's supervision ($M=4.00$, $SD=0.00$). The mean acceptability score was 4.14, indicating a moderately acceptable level across all indicators.

The findings on the level of acceptability of the booklet in terms of content are consistent with recent studies that highlight the effectiveness of structured reading interventions. Marciano (2023) found that interactive reading exercises significantly improve comprehension and promote independence and cooperation among students, aligning with highly acceptable indicators such as meeting course objectives and fostering group cooperation. Wang et al. (2021) demonstrated that employing diverse reading strategies has a positive impact on students' knowledge, attitudes, and skills, supporting the moderately acceptable ratings related to expanding knowledge and facilitating learning. Furthermore, Boulay et al. (2015) reported that adolescent reading programs incorporating strategic drills enhance reading achievement and relevance for students, which aligns with the acceptability of drills in developing desirable values and relevance. These findings are theoretically supported by constructivist learning theory, which emphasizes active engagement and knowledge construction; metacognitive theory, which underlines the role of strategy use in comprehension; and social learning theory, which highlights the importance of cooperative learning in educational settings.

Table 2 presents the acceptability of the booklet regarding mechanics. The results showed that the drills were highly acceptable in areas such as readability with appropriate margins ($M = 4.20$), technical presentation ($M = 4.60$), font size and spacing ($M = 4.20$), logical content ($M = 4.20$), and accuracy of data ($M = 4.20$). However, aspects like illustrations ($M = 3.80$), sequence from simple to complex ($M = 3.80$), and meeting basic learning coverage ($M = 4.00$) were deemed moderately acceptable.

Table 2. Level of Acceptability of the Researcher-Made Reading Drill Booklet in Terms of Mechanics

Indicators	Mean	SD	Verbal Description
1. The prints of the booklet are readable with appropriate margins.	4.20	0.45	Highly Acceptable
2. The booklet is presented in a technically	4.60	0.55	Highly Acceptable

appropriate manner.			
3. The booklet meets the coverage for the basic learning in reading.	4.00	1.00	Moderately Acceptable
4. Illustrations in the booklet are clearly presented.	3.80	0.45	Moderately Acceptable
5. The spacing and font size are ideal.	4.20	0.84	Highly Acceptable
6. Instructions are clear and easy to understand.	4.00	0.00	Moderately Acceptable
7. The sequence is from simple to complex.	3.80	0.45	Moderately Acceptable
8. The message is easy to comprehend.	4.00	0.71	Moderately Acceptable
9. The content is logical or reasonable.	4.20	0.45	Highly Acceptable
10. The data are correct and accurate.	4.20	0.45	Highly Acceptable
Mean	4.10	0.34	Moderately Acceptable

For instance, a meta-analysis by Graham et al. (2017) highlighted that literacy programs balancing reading and writing mechanics significantly improve students' reading outcomes, underscoring the value of clear presentation and accurate content in instructional booklets. Similarly, Ocampo (2018) demonstrated that differentiated instruction, which includes attention to the technical and mechanical aspects of reading materials, significantly improves reading comprehension among senior high school students, supporting the acceptability of drills with clear instructions and logical sequencing. Additionally, research by Jefferson et al. (2021) on paired reading interventions found that materials with clear, readable text and appropriate progression from simple to complex content enhance fluency and comprehension, aligning with the moderately acceptable ratings for sequence and message clarity in the current study.

The theoretical frameworks underpinning these findings include Cognitive Load Theory, which posits that clear, well-organized materials reduce extraneous cognitive load and facilitate learning; Constructivist Theory, which supports scaffolding learning from simple to complex; and Metacognitive Theory, which emphasizes the role of clear instructions and logical content in enabling learners to monitor and regulate their comprehension effectively.

Table 3 presents the level of acceptability of reading drills under different reading strategies regarding relevance. The results showed that the booklet was highly acceptable in indicators such as the relevance of the booklet's content to the subject ($M=4.40$), enabling students to study independently at home ($M=4.40$), and appropriateness of activities to students' needs ($M=4.40$).

Table 3. Level of Acceptability of the Researcher-Made Reading Drill Booklet in Terms of Relevance

Indicators	Mean	SD	Verbal Description
1. The booklet supplements the textbook.	4.00	0.00	Moderately Acceptable
2. The use of booklet allows the students to work independently.	4.00	1.00	Moderately Acceptable
3. The contents of the booklet are relevant to the subject.	4.40	0.55	Highly Acceptable
4. The students can learn/study the topic even at home.	4.40	0.55	Highly Acceptable
5. The booklet's activities are appropriate and relevant to the students' needs.	4.40	0.55	Highly Acceptable
6. The booklet provides evidences of effectiveness through pre-test and post-test.	3.80	0.45	Moderately Acceptable
7. The learning tasks are related to the expected content and skills to be developed.	3.60	0.55	Moderately Acceptable
8. The booklet is suitable for individual use.	4.20	0.45	Highly Acceptable
9. The booklet topics are attuned to the interest and urgent needs.	3.60	0.55	Moderately Acceptable
10. The booklet is appropriate for teaching reading to students.	4.20	0.45	Highly Acceptable
Mean	4.06	0.34	Moderately Acceptable

The booklet's suitability for individual use and its appropriateness for teaching reading were also deemed highly acceptable ($M=4.20$ for both). However,

aspects like supplementing textbooks and providing evidence of effectiveness were considered moderately acceptable.

The results in Table 3 indicate that the reading drills are moderately to highly acceptable in terms of relevance, particularly in aligning with the subject, supporting independent study, and meeting students' needs. This aligns with recent studies emphasizing student-centered materials in reading comprehension. Alqahtani (2020) found that activities tailored to students' interests boost engagement and understanding, while Gorsuch et al. (2015) highlighted that repeated reading and strategic text engagement improve fluency and support independent learning. Swan (2015) also noted that combining effective strategies with relevant content enhances comprehension and motivation. These findings are supported by Constructivist Theory, which emphasizes the connection of new knowledge to prior experience; Self-Determination Theory, which highlights autonomy and relevance; and Cognitive Load Theory, which advocates for the appropriate challenge of materials. Together, these theories explain the importance of relevance in the acceptability and effectiveness of reading drills.

Table 4. Level of Acceptability of the Researcher-Made Reading Drill Booklet in Terms of Objectives

Indicators	Mean	SD	Verbal Description
1. The objectives are precise and specific.	4.80	0.45	Highly Acceptable
2. The objectives are attainable.	4.20	0.45	Highly Acceptable
3. The objectives are clearly stated and easy to understand.	4.60	0.55	Highly Acceptable
4. The objectives cover the whole scope of the skills or competencies to be acquired.	4.80	0.45	Highly Acceptable
5. The objectives allow the students to develop critical thinking.	4.80	0.45	Highly Acceptable
Mean	4.64	0.26	Highly Acceptable

Table 4 presents the level of acceptability of reading drills under different reading strategies, regarding objectives, and reveals a high level of acceptability. The objectives were found to be highly acceptable in being precise and specific ($M = 4.80$), attainable ($M = 4.20$), clearly stated and easy to understand ($M = 4.60$), covering,

the scope of skills to be acquired ($M = 4.80$), and allowing students to develop critical thinking ($M = 4.80$). This aligns with research emphasizing the importance of well-defined objectives in educational settings, as they guide the learning process and enhance student engagement (Estremera, 2017).

The results in Table 4 show that the reading drills' objectives are highly acceptable, being precise, attainable, clear, comprehensive, and promoting critical thinking. This aligns with recent studies highlighting the importance of well-defined objectives in improving student engagement and reading comprehension. DeBruin-Parecki et al. (2015) emphasized that clear objectives foster independent reading of complex texts, while Ismail et al. (2015) noted that explicit, attainable goals guide learners' focus and strategy use. Widiati and Cahyono (2019) also found that clearly articulated objectives enhance skills development through extensive reading. These findings are supported by Bloom's Taxonomy, which promotes measurable objectives for higher-order thinking; Constructivist Theory, which values active engagement through clear goals; and Cognitive Load Theory, which stresses well-structured objectives to optimize cognitive resources and comprehension.

Table 5 summarizes the acceptability of the Researcher-Made Reading Drill Booklet under different reading strategies. The results indicate that while content, mechanics, and relevance were deemed moderately acceptable with means of 4.14, 4.10, and 4.06, respectively, the objectives were highly acceptable with a mean of 4.64. This suggests that the objectives of the reading drills were well-defined and aligned with educational goals, which is crucial for effective learning outcomes (Estremera, 2017).

Table 5. Summary of the Level of Acceptability of the Researcher-Made Reading Drill Booklet

Areas	Mean	SD	Verbal Description
1. Content	4.14	0.30	Moderately Acceptable
2. Mechanics	4.10	0.34	Moderately Acceptable
3. Relevance	4.06	0.34	Moderately Acceptable
4. Objectives	4.64	0.26	Highly Acceptable
Mean	4.24	0.31	Highly Acceptable

The overall mean acceptability score was 4.24, indicating a highly acceptable level across all areas. This aligns with research emphasizing the importance of well-

structured educational materials in enhancing student engagement and performance (Estremera, 2017). Moreover, studies on instructional materials have shown that when content is relevant and objectives are clear, it significantly improves learning outcomes (Protacio, 2019).

The pre-test results in Table 6 reveal that students demonstrated low overall oral reading fluency in reader's theater, with an overall mean of 1.88. The indicator with the highest mean was "Consistently speaks loudly enough for the audience to hear" ($M=2.08$), while the lowest mean was for "Take turns accurately consistently" ($M = 1.67$), both rated as low to very low fluency. Other indicators, such as correct word pronunciation, reading with expression, and working well with others, also fell within the low to very low fluency range, indicating significant challenges in oral reading skills prior to intervention.

Table 6. Pre-Test Result of the Level of Oral Reading Fluency in Reader's Theater

Indicators	Mean	SD	Verbal Description
1. Consistently speaks loudly enough for the audience to hear.	2.08	0.14	Low Fluency
2. Words are pronounced correctly and easily understood.	2.00	0.00	Low Fluency
3. Consistently reads with appropriate expression.	1.92	0.14	Low Fluency
4. Take turns accurately on a consistent basis.	1.67	0.24	Very Low Fluency
5. Consistently works well with others.	1.75	0.14	Very Low Fluency
Overall Mean	1.88	0.06	Low Fluency

These findings are supported by recent literature emphasizing the importance of oral reading fluency as a key predictor of reading comprehension and overall literacy development. For instance, Rasinski et al. (2017) emphasized that fluency, encompassing both expression and accuracy, is essential for achieving meaningful reading and comprehension. Similarly, Young and Rasinski (2019) found that Reader's Theater interventions effectively improve oral reading fluency by engaging students in repeated, expressive reading practice. Furthermore, Mountford (2023) reported that students participating in Reader's Theater showed notable gains in prosody and fluency, underscoring the role of collaborative and

performance-based reading activities in enhancing oral reading skills.

The theoretical frameworks supporting these results include the Automaticity Theory, which posits that fluent reading requires automatic word recognition to free cognitive resources for comprehension; Vygotsky's Social Constructivist Theory, emphasizing learning through social interaction and collaborative activities such as Reader's Theater; and the Prosodic Theory of Reading, which highlights the role of expression, phrasing, and intonation in fluent oral reading.

The pre-test results in Table 7 indicate a low level of oral reading fluency in choral reading among the participants. The indicator with the highest mean score is "Consistently speaks loudly enough for the audience to hear" ($M = 2.17$), while the lowest mean is for "Take turns accurately consistently" ($M = 1.92$). Overall, the mean score across all indicators is 2.02, which falls under the verbal description of low fluency. This suggests that students struggle with key aspects of oral reading fluency, including pronunciation, expression, turn-taking, and cooperation during choral reading.

Table 7. Pre-Test Result of the Level of Oral Reading Fluency in Choral Reading

Indicators	Mean	SD	Verbal Description
1. Consistently speaks loudly enough for the audience to hear.	2.17	0.29	Low Fluency
2. Words are pronounced correctly and easily understood.	2.00	0.00	Low Fluency
3. Consistently reads with appropriate expression.	2.00	0.00	Low Fluency
4. Take turns accurately on a consistent basis.	1.92	0.14	Low Fluency
5. Consistently works well with others.	2.00	0.00	Low Fluency
Overall Mean	2.02	0.07	Low Fluency

These findings are supported by recent literature emphasizing students' challenges in developing oral reading fluency. Rasinski et al. (2017) emphasize that fluency encompasses accuracy, automaticity, and prosody, which can impede comprehension and overall reading development. Similarly, Valencia et al. (2018) found that low fluency scores often correlate with difficulties in expressive reading and collaboration during group reading activities, which are critical for choral reading success.

Furthermore, Hudson et al. (2019) emphasize that oral reading fluency assessments should consider multiple dimensions, such as volume, expression, and pacing, to comprehensively understand a student's reading ability, thereby reinforcing the multidimensional nature of fluency reflected in the low scores observed.

Table 8. Post-Test Result of the Level of Oral Reading Fluency in Reader's Theater

Indicators	Mean	SD	Verbal Description
1. Consistently speaks loudly enough for the audience to hear.	4.00	0.00	High Fluency
2. Words are pronounced correctly and easily understood.	3.58	0.28	High Fluency
3. Consistently reads with appropriate expression.	4.00	0.00	High Fluency
4. Take turns accurately on a consistent basis.	3.08	0.14	Moderate Fluency
5. Consistently works well with others.	3.17	0.17	Moderate Fluency
Overall Mean	3.57	0.06	High Fluency

The post-test results in Table 8 indicate an overall high level of oral reading fluency among students participating in Reader's Theater, with an overall mean of 3.57. The highest mean scores were observed in the indicators "Consistently speaks loudly enough for the audience to hear" and "Consistently reads with appropriate expression," scoring a perfect 4.00, reflecting strong oral projection and expressive reading. Conversely, the lowest mean was "Take turns accurately and consistently" at 3.08, indicating moderate fluency in collaborative reading dynamics. Other indicators, such as correct word pronunciation (3.58) and working well with others (3.17), also showed moderate fluency levels, suggesting areas for further development in group coordination and pronunciation.

These findings are supported by recent literature highlighting the effectiveness of Reader's Theater in enhancing oral reading fluency and prosody. After Reader's Theater interventions, Coyle (2023) reported significant gains in students' expression, volume, and overall fluency, emphasizing its role in motivating reluctant readers and improving confidence. Similarly, Welch (2019) found that Reader's Theater significantly improved accuracy, automaticity, and prosodic reading skills among EFL learners, outperforming traditional

instruction. Additionally, Lo et al. (2021) demonstrated that Reader's Theater positively impacts reading comprehension and fluency by engaging students in repeated oral practice with expressive reading, which aligns with the current results' high acceptability of expressive and loud reading.

The results in Table 9 indicate that the level of oral reading fluency in choral reading is generally high, with the highest mean scores observed in the indicators "Consistently speaks loudly enough for the audience to hear" and "Words are pronounced correctly and easily understood," both with a mean of 4.00, reflecting high fluency. The lowest mean scores were found in "Consistently reads with appropriate expression" and "Consistently works well with others," both at 3.00, indicating moderate fluency. The overall mean score of 3.42 suggests a high level of oral reading fluency among the students participating in the choral reading activity.

Table 9. Post-Test Result of the Level of Oral Reading Fluency in Choral Reading

Indicators	Mean	SD	Verbal Description
1. Consistently speaks loudly enough for the audience to hear.	4.00	0.00	High Fluency
2. Words are pronounced correctly and easily understood.	4.00	0.00	High Fluency
3. Consistently reads with appropriate expression.	3.00	0.00	Moderate Fluency
4. Take turns accurately on a consistent basis.	3.08	0.14	Moderate Fluency
5. Consistently works well with others.	3.00	0.00	Moderate Fluency
Overall Mean	3.42	0.03	High Fluency

These findings are supported by recent literature that highlights the effectiveness of choral reading in improving oral reading fluency. Ayuba and Kadir (2022) reported that choral reading significantly enhances students' reading fluency by improving accuracy, rate, and prosody, fostering a lively and supportive classroom environment. Kelzang (2024) similarly found that choral reading pedagogy boosts students' confidence and enthusiasm, leading to measurable gains in fluency. Moreover, Rasinski (2015) emphasized that fluency development involves accuracy, automaticity, and

prosody, all nurtured through repeated and expressive practices like choral reading.

Table 10. Summary of the Pre-Test Results of the Level of Oral Reading Fluency in Different Reading Strategies

Reading Strategies	Mean	SD	Verbal Description
Reader's Theater	1.88	0.06	Low Fluency
Choral Reading	2.02	0.07	Low Fluency

The pre-test results in Table 10 indicate that students demonstrated low oral reading fluency across both reading strategies assessed. Choral Reading had the highest mean fluency score of 2.02 (SD = 0.07), while Reader's Theater showed the lowest mean at 1.88 (SD = 0.06), both falling within the "Low Fluency" verbal description. The overall mean fluency score was 1.95, reflecting generally low oral reading fluency among the participants prior to intervention.

These findings are supported by recent literature emphasizing the challenges struggling readers face with oral fluency and the effectiveness of targeted reading strategies. For example, Rasinski et al. (2019) highlighted that repeated reading and choral reading improve fluency by increasing automaticity and prosody. Similarly, Therrien and Hughes (2016) found that oral reading practices, including paired and choral reading, significantly enhance reading rate and accuracy in elementary students. Moreover, O'Connor et al. (2017) demonstrated that structured oral reading interventions lead to measurable gains in fluency and comprehension, especially when combined with modeling and repeated practice.

The theoretical framework supporting these results includes Automaticity Theory, which posits that fluent reading results from the development of automatic word recognition, thereby reducing cognitive load and allowing for a focus on comprehension. Additionally, Ehri's Phases of Word Recognition Theory explains how repeated exposure and practice help readers move from decoding to automatic word recognition. Social Learning Theory also underpins strategies like choral reading and reader's theater, where modeling and peer interaction support skill acquisition.

Table 11. Summary of the Post-Test Results of the Level of Oral Reading Fluency in Different Reading Strategies

Reading Strategies	Mean	SD	Verbal Description
Reader's Theater	3.57	0.06	High Fluency
Choral Reading	3.42	0.03	High Fluency

Table 11 presents the post-test results on students' oral reading fluency using different reading strategies. The highest mean score was observed in Reader's Theater (mean = 3.57, SD = 0.06), indicating a high level of fluency, while Choral Reading had a slightly lower mean of 3.42 (SD = 0.03), also classified as high fluency. Both strategies effectively enhanced oral reading fluency, with Reader's Theater showing a marginally greater impact.

These results are supported by recent studies emphasizing the effectiveness of interactive and collaborative reading approaches in improving oral fluency. For instance, Kim and Rasinski (2019) found that reader's theater significantly improves students' reading fluency and expression by engaging them in repeated, performance-based practice. Lee and Yoon (2020) reported that choral reading fosters fluency and confidence, especially among struggling readers, by providing a supportive group environment. Furthermore, Martinez and Garcia (2021) highlighted that both reader's theater and choral reading promote prosody and accuracy, which is essential to fluent reading.

The findings are grounded in several learning theories. Automaticity Theory explains that repeated practice through these strategies leads to automatic word recognition, reducing cognitive load during reading. Social Learning Theory supports the role of modeling and peer interaction inherent in reader's theater and choral reading, where students learn fluency skills by observing and imitating others. Additionally, Vygotsky's Zone of Proximal Development (ZPD) underpins the collaborative nature of these strategies, as students perform better with social support and scaffolding, gradually developing independent fluency.

Table 12. Pre-Test and Post-Test Results of the Level of Oral Reading Fluency in Terms of the Mean of Number of Words per Minute

Test	Mean	SD	Verbal Description
Pre-test	31.96	6.27	Very Low Fluency
Post-test	49.22	3.41	Low Fluency

Table 12 shows marked improvement in students' oral reading fluency after using the researcher-made reading drill booklet. The pre-test mean score of 31.96 words per minute (SD = 6.27) indicated very low fluency, while the post-test mean increased to 49.22 words per minute (SD = 3.41), reflecting low fluency. This demonstrates a substantial gain in reading speed and fluency, though the students still have room for further development. The overall impr suggests that the reading drills positively impacted students' oral reading performance.

These findings are supported by recent literature emphasizing the effectiveness of repeated oral reading and fluency-building interventions. Hudson et al. (2020) found that repeated reading procedures significantly improve oral reading fluency and comprehension among elementary students with reading difficulties. Van Erp (2021) reported that consistent repeated reading interventions increased fluency rates in struggling readers who were below grade-level benchmarks. Additionally, Canuto et al. (2024) demonstrated that combining repeated reading with engaging materials, such as big books, enhances word accuracy per minute and accuracy, thereby contributing to overall reading development. Collectively, these studies validate the positive impact of structured reading drills on oral reading fluency.

The theoretical basis for these results includes the Automaticity Theory, which posits that repeated practice leads to faster and more accurate word recognition, freeing cognitive resources for comprehension. Additionally, the Interactive-Compensatory Model explains how improved decoding skills, achieved through drills, support higher-level reading processes. Vygotsky's Social Constructivist Theory also supports guided and peer-assisted reading practices, emphasizing the role of social interaction and scaffolding in developing reading fluency. These theories explain why targeted, repeated reading drills enhance oral reading fluency.

Table 13. Pre-Test and Post-Test Results of the Level of Oral Reading Fluency in Terms of Pronunciation

Test	Mean	SD	Verbal Description
Pre-test	58.95	8.12	Moderate Fluency
Post-test	92.13	4.11	Very High Fluency

Table 13 indicates a significant improvement in students' oral reading fluency regarding pronunciation, with the pre-test mean score at 58.95 (moderate fluency) and the post-test mean increasing substantially. Recent studies support these findings and demonstrate that the researcher-made reading drill booklet effectively enhanced students' pronunciation skills and oral fluency.

Recent research highlights the positive impact of targeted reading interventions on oral fluency and pronunciation. For example, Rasinski et al. (2019) emphasized that repeated reading practices significantly improve reading fluency and pronunciation accuracy. Similarly, Lee and Huang (2018) found that structured reading drills contribute to better pronunciation and oral language proficiency among learners. Moreover, Kim and Park (2020) reported that integrating reading drills with oral practice enhances learners' speech intelligibility and fluency in second language contexts.

The theoretical foundations supporting these results include Vygotsky's Social Constructivist Theory, which underscores the importance of social interaction and scaffolding in language learning and explains how guided practice improves pronunciation. Automaticity Theory supports these findings by suggesting that repeated practice leads to automatic word recognition and fluent oral reading. Additionally, Cognitive Load Theory posits that well-designed drills reduce extraneous cognitive load, enabling learners to focus more effectively on pronunciation and fluency development.

Table 14. Paired Dependent T-test Results of the Pre-Test and Post-Test Oral Reading Fluency of the Respondents

ORF	Means		df	t-stat	t-tab
	Pre-test	Post-test			
Word Per Minute	31.96	49.22	39	20.52	2.02
Pronunciation	58.95	92.13	39	30.80	2.02

$\alpha=0.05$ level of significance

The paired dependent t-test results in Table 14 indicate a significant improvement in the oral reading fluency of the respondents after using the researcher-made reading drill booklet. For Word per Minute (WPM), the pre-test mean was 31.96 and the post-test mean increased to 49.22, with a t-statistic of 20.52, much greater than the critical t-tab value of 2.02 at the 0.05 significance level. This indicates a statistically significant difference in WPM before and after the intervention, which leads to the rejection of the null hypothesis that there is no difference. Similarly, for Pronunciation, the pre-test mean was 58.95, and the post-test mean rose to 92.13, with a t-statistic of 30.80, also exceeding the critical t-tab value of 2.02. This indicates a significant improvement in pronunciation, and the null hypothesis is again rejected. Overall, the results show that the reading drills significantly enhanced the speed and accuracy of oral reading fluency.

These findings are supported by recent literature on interventions for oral reading fluency. Waldron (2018) found that systematic oral reading fluency instruction with repeated readings significantly improved students' reading achievement scores, corroborating the observed gains in WPM and pronunciation. Similarly, Rasinski et al. (2017) emphasized that targeted fluency practice enhances reading rate and prosody, which aligns with the improvements in pronunciation noted in this study. Additionally, Kuhn and Stahl (2017) highlighted that fluency interventions combining speed and accuracy components lead to better reading comprehension and oral

performance, supporting the dual gains observed in this research.

The theoretical underpinnings of these results are grounded in Automaticity Theory, which posits that fluent reading requires the development of automatic word recognition to free cognitive resources for comprehension. The significant increase in WPM reflects improved automaticity. Additionally, the Interactive-Compensatory Model supports the findings by explaining how improved pronunciation (accuracy) compensates for decoding difficulties, enhancing overall fluency. Finally, Vygotsky's Social Constructivist Theory suggests that scaffolded practice, such as structured reading drills, facilitates learners' development of higher-level reading skills, including critical fluency components like speed and pronunciation.

IV. CONCLUSION

The acceptability of the reading drills under different reading strategies was generally well received, with content, mechanics, and relevance rated as moderately acceptable, while the objectives were considered highly acceptable. This indicates that the reading drills were effectively designed and aligned with instructional goals, making them suitable for enhancing the oral reading fluency of Grade Seven learners. The positive evaluation suggests that teachers and students found the reading drills beneficial in supporting fluency development.

Implementing the researcher-made reading drill booklet significantly improved students' oral reading fluency in both Reader's Theater and Choral Reading. The marked increase from low to high fluency levels in the post-test demonstrates the effectiveness of repeated, structured oral reading practice. While both strategies led to substantial gains, Reader's Theater had a marginally greater positive impact on students' fluency, particularly in expressive and audible reading. However, some collaborative skills still require further development.

The reading drill booklet effectively enhanced students' oral reading fluency, particularly in pronunciation, as evidenced by post-test scores that reached very high proficiency levels. While WPM improved substantially, the post-test average still falls below grade-level norms, suggesting persistent challenges in decoding speed. This highlights the booklet's utility for accuracy-focused training, but complementary strategies are needed to address rate.

The use of the researcher-made reading drill booklet was effective in enhancing the students' oral reading fluency. The intervention improved their reading speed and pronunciation, demonstrating the value of structured

reading drills in developing key communication skills. While both metrics improved significantly, WPM remained below grade-level benchmarks, despite its substantial increase, highlighting the need for continued focus on reading speed. This study recommends the following:

4.1 Since the reading drills were found to be acceptable and aligned with instructional goals, it is recommended that educators further refine and expand the content to enhance its effectiveness. Future studies can explore additional strategies to enhance engagement, particularly by incorporating interactive and multimedia-based reading activities to improve fluency development.

4.2 Teachers may incorporate Reader's Theater and Choral Reading, supported by structured reading drill booklets, into their communication arts curriculum to enhance oral reading fluency. Special attention should be given to activities that foster group coordination and turn-taking to address remaining moderate fluency in these areas. Continuous practice and targeted interventions focusing on collaborative reading dynamics will further strengthen overall oral reading proficiency among students.

4.3 Teachers may integrate the booklet into regular fluency practice, supplementing it with timed reading activities to improve WPM. Schools should also incorporate prosody assessments (e.g., rhythm, intonation) to provide a comprehensive evaluation of fluency. Teacher training workshops on evidence-based fluency instruction can be prioritized to sustain gains by emphasizing the interplay between speed, accuracy, and expression.

4.4 Teachers and schools may integrate the booklet into daily fluency practice while supplementing it with timed reading exercises (e.g., repeated oral readings, paced drills) to target WPM gains, as sustained practice has proven effective in maintaining fluency improvements.

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